

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WILLINGBORO PUBLIC SCHOOL	School: Hawthorne Park Elementary
Chief School Administrator: DR. RONALD TAYLOR	Address: Hampshire Lane
Chief School Administrator's E-mail: rtaylor@wboe.net	Grade Levels: K-5
Title I Contact: Teresa Lucas	Principal: Dumar Burgess
Title I Contact E-mail: talucas@wboe.net	Principal's E-mail: dqburgess@wboe.net
Title I Contact Phone Number: 609-835-8600	Principal's Phone Number: 609-835-8960

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dumar Burgess
Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 7 stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,852,318, which comprised 92% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$2,856,466, which will comprise 92% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended School Day	1, 2, 3	Y	Y	\$ 3,700
ELA PD	1, 2, 4	Y	Y	\$ 35, 300
RTI	1, 2, 3, 4	Y	Y	\$ 4,680

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dumar Burgess	Administrators	Y	Y	Y	
Dezoray Moore	Administrators	Y	Y	Y	
Glenda Smiley	Teachers	N	Y	N	
Constance Vogel	Teachers	Y	Y	Y	
Michelle Anne Spring	Teachers	Y	Y	Y	
Stephen Burress	Parent	Y	Y	N	
Lauren Brown	Parent	Y	Y	N	
April Gittens-Johnson	Counselors	Y	Y	Y	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File	Minutes on File
8/26/2014	School Conference Room	Program Review	Y	Y
9/5/2014	School Conference Room	Program Review	Y	Y
10/15/2014	School Conference Room	Program Review	Y	Y
1/8/2015	School Conference Room	Program Review	Y	Y
5/11/2015	School Conference Room	Program Evaluation	Y	Y
5/12/2015	Library	Comprehensive Needs Assessment	Y	Y
5/19/2015	School Conference Room	Schoolwide Plan Development	Y	Y

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of Hawthorne Park Elementary School is to support students' social, emotional, and intellectual development so they can become successful, productive adults.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
Yes for Guided Reading, Accelerated Math, and Tutoring. But not for READ 180.
2. What were the strengths of the implementation process?
Consistent implementation and ongoing professional development, increased resources and materials for classroom instruction in Guided Reading.
3. What implementation challenges and barriers did the school encounter?
Consistent implementation of Accelerated Math did occur by all teachers. Technology created challenges also impacted Accelerated Math use. Obtaining personnel for and students to attend the after school tutoring program was an issue as was staffing the READ180 position.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
Strengths included contracting a high quality trainer for Guided Reading, consistent monitoring of the program by administration, ongoing scheduling of the PD for Guided Reading, job-embedded PD support. Weaknesses included technology hurdles for Accelerated Math implementation and the district's decision not to staff the READ180 position.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
The plan was originally developed last May with staff input. Ongoing PD was provided to teachers to ensure they had the skills to implement the program comfortably and follow-up discussions were held between administration and teachers to make adjustments as the program progressed.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
The staff appreciated the ongoing schedule and quality of PD to support Guided Reading and the additional resources on various levels. They also felt the program helps them differentiate instruction. This information came through teacher SGO conferences, surveys regarding the program, and faculty meetings.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
Instruction Night at a PTA meeting was held and the parents noticed the difference in the program and reported their children reading more frequently at home. This was obtained through anecdotal evidence, conversations with parents, and the school climate survey.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
Guided Reading sessions utilized small groups. Small groups were also used in the tutoring program. Whole group and one-on-one PD training was provided to all teachers. Accelerated Math was implemented on an individual basis. Small group grade level meetings were held throughout the year to review and revise the program implementation. Program assessment was compromised the shortening the window for MAP assessments from the end of year being May to it being February instead. Additionally, the MAP testing period was truncated by the required use of technology for PARCC testing.
9. How did the school structure the interventions?
After school small group was the predominate method. The Guided Reading was described in #8.
10. How frequently did students receive instructional interventions?
Students received interventions every day in class as part of the Guided Reading program. After school tutoring was held two days a week beginning in January and ending in May.
11. What technologies did the school use to support the program?
Computer stations, listening stations, Smart Boards, Mimios, Accelerated Math, iPad apps.
12. Did the technology contribute to the success of the program and, if so, how?
The technology was instrumental in the implementation of the Accelerated Math program and supported whole group instruction in Guided Reading.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA	NA	NA
Grade 5	13	NA	<ul style="list-style-type: none"> • Before and After School Tutoring • Guided Reading • Professional Development • Read 180 	The data revealed that the interventions did not help to increase students' ELA proficiency rates in 5 th grade, that, in a cohort review, students moving from partially proficient to proficient did not occur at an effective rate. During the 2012-2013 school year 50% of students scored partially proficient on the NJ ASK ELA assessment. During the 2013-2014 school year 50% of students scored partially proficient on the NJ ASK ELA assessment.
Grade 6	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA	NA	NA
Grade 5	8		<ul style="list-style-type: none"> • Accelerated Math • Before and After School Tutoring 	The data revealed that the intervention did increase students' proficiency rates in 5 th grade on the NJ ASK math assessment. The data revealed that in a cohort

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				review the data revealed that students had an increase of approximately 4% in the proficiency rate from the 2012-2013 school year to the 2013-2014 school year.
Grade 6	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	0	0	<ul style="list-style-type: none"> Guided Reading Professional Development 	Classroom grades report that no students were no proficient for two successive years.
Grade 1	0	0	<ul style="list-style-type: none"> Guided Reading Professional Development 	Classroom grades report that no students were no proficient for two successive years.
Grade 2	NA	31	<ul style="list-style-type: none"> Before and After School Tutoring Guided Reading Professional Development 	MAP
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	0	0		Classroom grades report that no students were no proficient for two successive years.
Grade 1	0	0		Classroom grades report that no students were no proficient for two successive years.
Grade 2	NA	24	<ul style="list-style-type: none"> Accelerated Math Before and After School Tutoring 	MAP
Grade 9	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 10	NA	NA	NA	NA
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	The data below includes all students, including students with disabilities.			
Math	Students with Disabilities	The data below includes all students, including students with disabilities.			
ELA	Homeless	Same information as included below			
Math	Homeless	Same information as included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same information as included below			
Math	Economically Disadvantaged	Same information as included below			
ELA	All Students	Implement Guided Reading strategies	Y	1. At least 70% of general education students will meet or exceed their Norm Grade Level Mean RIT Score in reading. 2. At least 70% of general education students will	1. In grades in which testing data is reliable, on average, 72% of students met or exceeded grade level expectations.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				average at least passing scores on common assessments in ELA.	
ELA	All Students	Read 180	N	Of the students scoring below grade level expectations on MAP in September, READ 180 students will demonstrate an improvement 10% greater than those students who do not participate in READ 180 activities.	The READ 180 teacher went on leave early in the year and the district did not replace her.
Math	All Students	Accelerated Math	N	<ol style="list-style-type: none"> At least 70% of general education students will meet or exceed their Norm Grade Level Mean RIT Score in math. At least 70% of general education students will average at least passing scores on common assessments in math. 	<ol style="list-style-type: none"> In grades in which testing data is reliable, on average, 43% of students met or exceeded grade level expectations. 74% of students averaged a passing score or higher on the math unit assessments.

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included below			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Same information as included below			
ELA	Homeless	Same information as included below			
Math	Homeless	Same information as included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same information as included below			
Math	Economically Disadvantaged	Same information as included below			
ELA	All Students	Before and After School Tutoring	Y	<ol style="list-style-type: none"> 1. Students who commit to tutoring attend at least 75% of the assigned ELA sessions. 2. Students will score at least 80% correct on the post test. 	<ol style="list-style-type: none"> 1. Students attended 67% of tutoring sessions 2. 94% of students scored 80% correct or higher on the post-test.
Math	All Students	Before and After School Tutoring	N	<ol style="list-style-type: none"> 1. Students who commit to tutoring attend at least 75% of the assigned math sessions. 2. Students will score at least 80% correct on the 	The school was unable to obtain tutors for math.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				post test.	

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included below			
Math	Students with Disabilities	Same information as included below			
ELA	Homeless	Same information as included below			
Math	Homeless	Same information as included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same information as included below			
Math	Economically Disadvantaged	Same information as included below			
ELA	All Students	Provide PD in Guided	N	65% of all walkthroughs in	78% of walkthroughs found Guided Reading

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Reading		ELA classrooms will exhibit effective Guided Reading instruction strategies.	strategies in action.
Math	All Students	Provide PD in Accelerated Math	N	65% of all walkthroughs in math classrooms will exhibit students utilizing Accelerated Math resources.	33% of walkthroughs found Accelerated Math resources in use

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included below			
Math	Students with Disabilities	Same information as included below			
ELA	Homeless	Same information as included below			
Math	Homeless	Same information as included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Same information as included below			
Math	Economically Disadvantaged	Same information as included below			
ELA	All Students	Family Events (i.e. Family Instructional Nights, Honor Programs, etc.)	N	Increase parent involvement by 10%.	Parent involvement increased by 3%
Math	All Students	Family Events (i.e. Family Instructional Nights, Honor Programs, etc.)	N	Increase parent involvement by 10%.	Parent involvement increased by 3%
All	All Students	Distribution of Academic, Social Emotions Support Materials to Parents and Guardians.	Y	Distribute educational materials to 100% of parents that help them support their child' social, emotional, and intellectual development.	100% of parents received the materials focused on academic, social, and emotional issues.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	MAP Unit Assessments Running Records	MAP: On average, 4.1 RIT points below grade level expectation Unit Assessments: 63% average score
Academic Achievement - Writing	MAP Unit Assessments Monthly writing prompts	MAP: On average, 4.1 RIT points below grade level expectation Unit Assessments: 63% average score
Academic Achievement - Mathematics	MAP Unit Assessments	MAP: On average, 6.7 RIT points below grade level expectation Unit Assessments: 74% average score
Family and Community Engagement	Parent surveys Attendance Sign-in sheets	
Professional Development	Implementation of professional development practices: <ul style="list-style-type: none"> Balanced Literacy Running Records Monthly writing prompts 	78% of walkthroughs found these Guided Reading strategies in action.
Leadership	Walkthrough counts Implementation of professional development practices: <ul style="list-style-type: none"> Balanced Literacy Running Records Monthly writing prompts 	114 walkthroughs were conducted throughout the school year to measure effective implementation of the Schoolwide Plan. 78% of walkthroughs found these Guided Reading strategies in action.
School Climate and Culture	Parent and staff surveys	Over 5 questions, 72% of parents felt positively about the school function

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		70% of teachers felt positively or neutral about school functions
School-Based Youth Services	NA	
Students with Disabilities	Same as above	Same as above
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	NA	
Economically Disadvantaged	Same as above	Same as above

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?
Anecdotal evidence from all constituents, staff needs assessment survey, SLC committee input
2. What process did the school use to collect and compile data for student subgroups?
The school used NJASK data.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
The school uses state and nationally standardized assessment instruments.
4. What did the data analysis reveal regarding classroom instruction?
Teachers consistently implemented the Balanced Literacy practices in many cases. There are more teachers who need to engage in the practices more effectively and ongoing support for all teachers to ensure practices continue with effective methods.
Data also showed that teachers were very inconsistent in implementing the Accelerated Math program. Reasons included classroom time, technology support, and content relevance issues.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)
It showed that 78% of classroom walkthroughs, as a sampling method, exhibited balance literacy and Guided Reading strategies in place.
6. How does the school identify educationally at-risk students in a timely manner?
Following each unit assessment, a data review is undertaken with all teachers and grouping for intervention in the classroom, using small groups and differentiated instruction is the focus of those conversations.
7. How does the school provide effective interventions to educationally at-risk students?
Grouping for intervention in the classroom, using small groups and differentiated instruction. Before and after school tutoring has also been an approach.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. How does the school address the needs of migrant students?

NA

9. How does the school address the needs of homeless students?

Individual attention when a homeless student is identified.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are involved after each unit assessment with a data review meeting to analyze the data and make decisions regarding remedial and proactive learning activities to address the achievement deficiencies identified in the unit assessment data.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Pre-K and K teacher s meet for PLC meetings three times a year to discuss articulation and other matters. Pre-K students visit with the Kindergarten teachers and classrooms for pairs and common activities.

Grade 5 students typically visit the Grade 6 school in June. Counselors from Grade 6 also visit with the Grade 5 students to prepare them for their needs as Grade 6 students.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The choices were made by the Schoolwide Committee after looking at the student achievement, Teacher effectiveness, and school climate data collected through the year.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Achievement in Reading	Student Achievement in Writing
Describe the priority problem using at least two data sources	Student achievement data in MAP and unit assessments, as illustrated above, indicate a deficiency in reading skills.	Student achievement data in unit assessments as illustrated above, and the lack of a cohesive writing program articulated throughout the district indicate a deficiency in writing skills.
Describe the root causes of the problem	<ul style="list-style-type: none"> • No early intervention program provided for struggling students. • Not enough differentiated instruction occurs in the class to truly meet students where they are academically. • More professional development is needed assist teachers with learning strategies to support struggling and advanced students. • Classroom libraries need to be expanded, specifically lower level books, to provide students with a broad range of reading materials. • Identify ways to motivate unmotivated students. 	<ul style="list-style-type: none"> • There is not a comprehensive writing curriculum provided by the district. • Teachers need additional professional development that helps them effectively teach writing. • Identify ways to motivate unmotivated students.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	English Language Arts
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • Balanced Literacy • Before and After School Tutoring • Web based Instructional Learning System • Guided Reading • Curriculum Revision • Response to Intervention • Lesson planning 	<ul style="list-style-type: none"> • Writer's Workshop • Aligning practice to common core standards • Before and After School Tutoring • Curriculum Development • Response to Intervention • Lesson planning • Teacher evaluation and conferencing

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA §(b)(1)(B)(i-iii)*

	<ul style="list-style-type: none"> • Teacher evaluation and conferencing • Data analysis to implement RTI 	<ul style="list-style-type: none"> • Data analysis to implement RTI
How does the intervention align with the Common Core State Standards?	Instruction will align with the state's Model Curriculum and PARCC Frameworks.	Instruction will align with the state's Model Curriculum and PARCC Frameworks.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Student Achievement in Mathematics	Student academic motivation, perseverance, and stamina to succeed.
Describe the priority problem using at least two data sources	Student achievement data in i-Ready and unit assessments, as illustrated above, indicate a deficiency in reading skills.	Students do not exhibit sufficient stamina and perseverance to be successful in all cases
Describe the root causes of the problem	<ul style="list-style-type: none"> Students are not using best mathematical practices, have weak problem solving skills, and have deficiencies in mathematical terminology and using a math skills toolbox for solutions. 	This affective domain has not been a high priority as the school has journeyed through academic strategies, content, and rigor. The need for this change in attention to these details that will impact school culture and student achievement is crucial.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Mathematics	English Language Arts and Mathematics
Name of scientifically research based intervention to address priority problems	Professional development in: <ul style="list-style-type: none"> Teaching problem solving Implementing math terms Common Core Mathematical Practices Before and After School Tutoring Student motivation practices Response to Intervention Instructional Learning System Lesson planning Teacher evaluation and conferencing Data analysis to implement RTI 	Response to Intervention Positive Achievement Program PBSIS
How does the intervention align with the Common Core State Standards?	Instruction will align with the state's Model Curriculum and PARCC Frameworks.	Instruction will employ best practices

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA	All Students	*Guided Reading/ Balanced Literacy	ELA Professional Development Specialist	Schoolwide reading gains will average 75% of a full year's reading growth when comparing the September and April reading assessment for students who attend school 90% or more of the instructional days.	Using Guided Reading to Develop Student Reading.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All Students	*Writer's Workshop	ELA Professional Development Specialist	Schoolwide writing gains will average a 0.4 gain when comparing the September and April unit assessment 4 point writing rubric for students who attend school 90% or more of the instructional days.	Writer's Workshop - Teaching That Makes Sense
ELA	All Students	Integration sessions for these programs	Principal	Unit assessment scores, on average, will increase by 10% over the 2014-2015 school year	Using Guided Reading to Develop Student Reading. Writer's Workshop - Teaching That Makes Sense
ELA	All Students	Digital Instructional Learning System	Principal	Growth target percentage attainment will average, across the school, 85% for students who attend school 90% or more of the instructional days.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
Math	All Students	Focus on Problem solving strategies, math terminology, and the 7 CCSS principles of mathematics	Math Professional Development Specialist	Unit assessment scores, on average, will increase by 5% over the 2014-2015 school year	Standards for Math Practice
Math	All Students	Digital Instructional Learning System	Principal	Growth target percentage attainment will average, across the school, 85% for students who attend school 90% of the instructional days.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA	All students	After school tutoring	Principal	On average, students who attend 80% or more of their after school tutoring sessions will demonstrate 70% proficiency when comparing the pre- and post-tests on their deficient skills	What new research on extended school day says
ELA	All students	*RTI-Intervention/ Enrichment period	Principal	On average, students who attend school for 90% or more of the instructional days during their intervention sessions will demonstrate added growth	What new research on extended school day says

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				above their classmates when comparing the prior and next unit assessments	
Math	All students	After school tutoring	Principal	On average, students who attend 80% or more of their after school tutoring sessions will demonstrate 70% proficiency when comparing the pre- and post-tests on their deficient skills	What new research on extended school day says
Math	All students	*RTI-Intervention/ Enrichment period	Principal	On average, students who attend school for 90% or more of the instructional days during their intervention sessions will demonstrate added growth above their classmates when comparing the prior and next unit assessments	What new research on extended school day says

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA	All Students	*Guided Reading / Balanced Literacy Summer Training	ELA Professional Development Specialist	On average all teachers in ELA classes are using Guided Reading strategies during some portion of 60% of classes in September and October	Using Guided Reading to Develop Student Reading.
ELA	All Students	*Writer's Workshop Summer Training	ELA Professional	On average, all teachers in ELA classes are using Writing Workshop	Writer's Workshop - Teaching That

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Development Specialist	strategies during some portion of 60% of classes in September and October.	Makes Sense
ELA	Teachers	*Guided Reading, Balanced Literacy, Writer's Workshop ongoing embedded support	ELA Professional Development Specialist	On average, all teachers in ELA classes are using Guided Reading and Writer's Workshop strategies during some portion of 80% of ELA classes in January through April.	Using Guided Reading to Develop Student Reading. Writer's Workshop - Teaching That Makes Sense
ELA	Teachers / Administrators	Data analysis ongoing embedded support	Principal	90% of teachers are grouping students based on ELA unit assessment data in ELA classes for the two weeks following each unit assessment.	Guide To Using Data in School Improvement Efforts
ELA	Teachers	*Ongoing training for reading assessment, Grades 1-5	ELA Professional Development Specialist	100% of ELA teachers will conduct reading level assessments of all of their students by October 15 and again by May 30.	Reading Assessment Checklist – Behaviors to Notice
ELA/Math	Teachers	Small group, flexible grouping embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit small group instruction	Differentiation Through Flexible Grouping - Learning Point ...
ELA/Math	Teachers	Differentiated instruction embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit instruction at different levels within a classroom.	Differentiated instruction, curriculum, assessment
ELA/Math	Administrators	Evaluation recognition and responsive action ongoing training and embedded support	Principal	16 sessions of collaborative walkthroughs occur between September and May. Suggestions provided to teachers resulting from evaluations are implemented effectively 70% of the time.	Walkthroughs, Rubrics, and Teacher Evaluation

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Administrators	*Lesson plan analysis conferencing, and responsive action ongoing training and embedded support	Principal	4 lesson plan analysis sessions occur (one after each unit assessment) The number of teachers writing and implementing effective small groups based on data increases when comparing April to October analysis.	When Lesson Plans Fail - Tips To Change Lesson Plans
ELA/Math	Teachers	*Ongoing training for digital instructional learning system implementation and results analysis	Subject area Professional Development Specialist	Teachers in ELA and math classes will use an instructional learning system for a portion of 80% of their classes as recorded in walkthroughs and evaluations	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
Math	Teachers of Math	*Ongoing, embedded training on problem solving strategies, math terminology, and the 7 CCSS principles of mathematics	Math Professional Development Specialist	Teachers in ELA and math classes will use an instructional learning system for a portion of 80% of their classes as recorded in walkthroughs and evaluations	Standards for Math Practice
Math	Teachers	Data analysis ongoing embedded support	Principal	90% of teachers are grouping students based on Math unit assessment data in Math classes for the two weeks following each assessment.	Guide To Using Data in School Improvement Efforts

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
The School Leadership Committee will evaluate the program, meeting at least once every two months.
2. What barriers or challenges does the school anticipate during the implementation process?
Teacher acceptance of new paradigms.
Time for professional development.
Implementation rates of teachers using new strategies and models.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
The value of each initiative will be shared with staff while pace and strategies for implementation will be developed together with staff. Progress will be continuously monitored and slowing the pace, speeding the pace, or re-teaching key elements for each initiative will be undertaken as needed.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
Anecdotal evidence will be collected between survey opportunities.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
An on-line survey will be developed to measure the understanding of, perceptions of, and impact on the community.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

6. How will the school structure interventions?
Some, as indicated, will be provided after school in the time frames listed in the Reform Strategies tables. Others will be implemented during classroom instruction while still others will be provided during the RTI-Intervention sessions. PD will be provided during district PD days, during grade level meetings, and during faculty meetings.
7. How frequently will students receive instructional interventions?
Students will receive some interventions in the time frames listed in the Reform Strategies table. Others will be implemented every school day.
8. What resources/technologies will the school use to support the schoolwide program?
Textbooks, the Model Curriculum, the Common Core Standards, classroom computers, Smart Boards, and iPads will all be used to support the program.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
The quantitative data to be used to measure the effectiveness of the interventions are identified in the Reform Strategies table for each intervention.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
The program evaluation will be disseminated to staff during Faculty Meetings. It will be disseminated to parents during Parent Involvement events and on the school website.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Students with Disabilities	*District-wide coordinated parent meeting, paired with a student activity, on services for students with disabilities	District Family Liaison	Attendees will respond correctly, in a post-program survey, to 80% of the questions based on the content of the program.	Communication to stakeholders is always valuable.
ELA	Homeless	Same as for other populations			
Math	Homeless	Same as for other populations			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA/Math	ELLs	*District-wide coordinated, paired with a student activity, on ELL services	District Family Liaison	Attendees will respond correctly, in a post-program survey, to 80% of the questions based on the content of the program.	Communication to stakeholders is always valuable.
ELA	Economically Disadvantaged	Same as for other populations			
Math	Economically Disadvantaged	Same as for other populations			
ELA/Math	All Students	*Parent Survey on Academics	District Family Liaison	Responses are used to inform further action during the	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				school.year.	
All	All students	All events will be communicated at least three weeks in advance to all parents and to the community through: <ul style="list-style-type: none"> • Website posting • Email alerts • Telephone “robo” calls • Building paper posting • Press Releases in newspapers and cable • Flyers home to parents • Community marquee posting 	District Family Liaison	Each event is communicated through each of the methods listed.	Communication to stakeholders is always valuable.
ELA/Math	All Students	*Community Service Projects	Principal	Each grade level will participate in a community service activity of some type.	Establishing a community service culture leads to improved citizenship by all students.
ELA/Math	All Students	*5 Parent Academy Sessions: <ul style="list-style-type: none"> • *District-wide coordinated, paired with a student activity, on relevant topics: • Medical concerns, • Instructional support, • District program overviews 	District Family Liaison	Attendees will respond correctly, in a post-program survey, to 80% of the questions based on the content of the program.	Providing information specific to student populations to their parents is always an effective way to inform them.
ELA/Math	All Students	*District coordinated community Activities in the school: <ul style="list-style-type: none"> • Read Across America • Career Day • International Day • Bookmates Program • District/County Science Fair 	District Family Liaison	30 parents participate in each event.	Providing information specific to student populations to their parents is always an effective way to inform them.
ELA/Math	All Students	Back to School Nights	Principal	75% of students are represented by parents in attendance	Open Houses for parents is a standard and well known practice

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	All Students	Parent Conferences	Principal	85% of students are represented by participating parents.	Communication to parents on the academic progress of their children is a standard requirement of all schools.
All	All Parents	Title I Parent Meeting	District Family Liaison	Attendees will respond correctly, in a post-program survey, to 80% of the questions based on the content of the program.	Mandated
All	All Parents	*Spring Information Fair	District Family Liaison	Attendance sign-in sheets.	Providing information specific to all parents and community members is always an effective way to inform them.
All	All Parents	*Delivering subscription and web-based information and products, related to student academic achievement in school, to parents and community members	District Family Liaison	Positive feedback in end of year parent surveys at each school	Providing information specific to all parents and community members is always an effective way to inform them.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
The events will inform parents on the importance of each priority initiative and offer methods in which they can help their child increase their academic achievement.
- 2.** How will the school engage parents in the development of the written parent involvement policy?
The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.
- 3.** How will the school distribute its written parent involvement policy?
The policy is distributed during the annual Back to School Night and delivered to the home of parents who do not attend the Back to School Night. The policies are also posted on the school's and district's website.
- 4.** How will the school engage parents in the development of the school-parent compact?
The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.
- 5.** How will the school ensure that parents receive and review the school-parent compact?
The compact is distributed during the annual Back to School Night and reviewed by the school staff. It is delivered to the home of parents who do not attend the Back to School Night. The compact is also provided on the school's website.
- 6.** How will the school report its student achievement data to families and the community?
Individual results are distributed to parents through delivery or mail. Aggregate results are posted on the district and school websites.
- 7.** How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
The results will be provided to parents of ELLs and posted on the district's website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- 8.** How will the school inform families and the community of the school's disaggregated assessment results?
Aggregate results are posted on the district and school websites.
- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan?
The Schoolwide Plan is developed using parent survey information and established through meetings of the School Leadership Committee that has parent membership on it.
- 10.** How will the school inform families about the academic achievement of their child/children?
Individual results are distributed to parents through delivery or mail. In addition, report cards are issued four times a year, progress reports are issued four times a year, and parent conferences are held twice each school year.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?
The school will use its funds on communications to parents, activity based, information providing events, and collecting survey responses for data analysis.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible